Balanced Technology Framework

A purpose-driven framework for the intentional use of technology to enhance learning, protect student focus, and support instructional goals.

Balanced Technology Framework

Purposeful Learning

Technology is used when it adds value to learning by amplifying or transforming instructional practice.

Protected Focus

System level safeguards designed to protect cognitive bandwidth, reduce digital noise and support engagement.

Student Success

Striving to support a balance in life, while equipping students with the skills and habits to realize our Portrait of a Graduate.

Focus Areas & Performance Indicators

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Long-Term Stewardship, Evaluation and KPIs

Focus Area	Data Collection Methods	Key Performance Indicators (KPIs)
Parent & Community Partnership	• Quantitative Parent Surveys • Qualitative Focus Groups	• **Digital Health Perception:** % of parents reporting improved home-school alignment on tech habits. • **Satisfaction** with evening shutdown policies (MS)
Student Learning and Experience	• Student Surveys (Grades 6–12) • Student Focus Groups / 1:1	• **Focus & Climate:** % of students reporting fewer digital distractions during direct instruction.
Teacher & Instructional Practice	• CEL 5D+ Instructional Framework Rubric Observations • Professional Learning Feedback	• **Norm Consistency:** Observational fidelity of classroom environment norms. • **Efficacy:** Teacher satisfaction with curated apps and access. • **Instructional Alignment:** Reduction of reliance on screens to deliver and support instruction.
Building & District Leadership	• Principal Leadership Team Report Out • Incident / Discipline Reports (tech misuse) • Classroom Observations/Walk Throughs	• **Operational Fidelity:** Consistency of framework implementation across grade bands and buildings. • **Behavioral Impact:** Reduction in classroom disruptions and disciplinary referrals linked to unauthorized device use.
Technical & Vendor Effectiveness	• App/Software Usage & Audits • Vendor Independent Impact Evaluations • Web Filtering & Network Analytics	• **Noise Reduction:** Reduced unauthorized access to non-educational gaming, or unapproved YouTube. • **ROI & Renewal Alignment:** Systemic sun-setting of low-impact or non-vetted applications.

Data Collection Methods (Middle School)

Multimodal

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Feedback Cycles: October



- Staff Survey
- Staff In-Person Feedback Group
- Family Survey
- Family In-Person Feedback Group
- Student Survey
- Student In-Person Feedback Group

Parent & Community Partnership

Survey, Focus Groups, Committees, Email, 1:1

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Parent and Community Partnership (n=700)

Highlights

- 75% support the balanced technology framework and why the shift was made.
- 16% increase in perception of homework being completed on time in comparison to last school year.
- 21% decrease in parents reporting never or rarely having conflicts at home regarding iPad use, in comparison to last year

Considerations

- 64% feel there is appropriate balance between digital and non-digital homework requirements.
- Concern with impact of internet access times and conflicts with activities and evening commitments.

"I absolutely love that my daughter doesn't come home and go straight on her iPad - way too tempting to say she's doing homework but distractions are available."

"I like the fact they are doing homework with paper and not all on screens. They have enough of that in their daily life."

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Student Learning and Experience

Survey, Focus Groups, Observations, Email, 1:1

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Student Learning and Experience (n=2616)

Highlights

- 68% report a great balance between digital and non-digital learning in class.
- 95% of students report understanding the purpose behind the rules of using an iPad or not for a classroom activity
- 91% of students report using technology as a study aid to prepare for tests and assessments

Considerations

- 39% have access to websites and apps that they need to complete homework.
- Internet access can make completing homework on time challenging.
- Consider access to study strategy games (e.g. Gimkit, Blooket)

"I get why you made it so we can't use our iPads for certain amount of time. But it's hard to get stuff done or study. I think we should be able to connect to internet for more time."

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Building & District Leadership

Leadership Meetings, Observations, Email, 1:1

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Building & District Leadership - Qualitative

Highlights

- Principal observation and student feedback supports an increase in purposeful use of iPads for learning with an overall decrease in iPad use.
- More focused use of technology has led to a calmer and more focused classroom environment.
- Increased social interaction observed and reported by students.

Considerations

- Continued professional learning to support instructional practices not dependent on technology.
- Commitment to research and refine homework best practice.
- Internet access limits can make completing learning on time challenging.

"From our classrooms to conversations with families, staff and students, it is clear that a more balanced approach to technology is positively impacting the start of our school year. Our students are connected, engaged, and experiencing what they describe as a sense of calm and organized thinking to their learning."

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Teacher & Instructional Practices

Survey, Focus Groups, Observations, Email, 1:1

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Teachers and Staff - Instructional Practices (n=121)

Highlights

- 88% support the balanced technology framework and why the shift was made.
- 79% agree that balanced technology has enhanced student focus, well being and learning.
- 80% reduction in conflict around usage of the iPad in class from last year to this year.

Considerations

- 61% agree BTF has influenced PLC teams to reflect on instructional practices.
- 26% decrease in students completing homework on time from last year to this year.
- 69% of staff believe they have access to the technology tools they need to effectively teach standards in their course.

"I have to spend less time dealing with behaviors related to technology (students misusing iPads, not putting them away, etc.) which frees up my day to provide more meaningful support for students."

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Technology Use, Access & Effectiveness

Survey, Focus Groups, Observations, Web Filter, Alert, Rover DPA

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iPad Internet Access Hours: 6th grade

Family Feedback

- 19% maintain current access hours
- 37% extend morning hours
- 18% discontinue access hours
- Value boundaries set by current internet access,
- Need homework practices to align with access

Staff Feedback

- 10% maintain current access hours
- 40% extend morning and evening access
- 7% extend morning hours
- 10% discontinue access hours
- Current internet access hours are challenging for 6th grade

Student Feedback

- 71% feel that current morning hours do not provide enough time to complete schoolwork
- 76% feel that evening hours do not provide enough time to complete schoolwork.
- Current internet access hours are challenging for 6th grade

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iPad Internet Access Hours: 7th and 8th grade

Family Feedback

- 33% maintain current access hours
- 18% extend morning hours
- 21% discontinue access hours
- Value boundaries set by current internet access.
- Need homework practices to align with access

Staff Feedback

- 42% maintain current access hours
- 29% extend morning hours
- 6% discontinue access hours
- Value boundaries set by current internet access hours, working to identify homework practices and workflow

Student Feedback

- 68% feel that current morning hours do not provide enough time to complete schoolwork
- 54% feel that evening hours do not provide enough time to complete schoolwork
- Value boundary to support balance with other activities and sleep; however, current homework requires more time

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To retain commitment to BTF, while responding to thorough review of feedback across groups, the following changes have been implemented starting Quarter 2 (remaining 26-27 SY):

- Adjust student internet access hours grades 6–8 to **7:00 AM – 9:00 PM** daily, beginning Quarter 2 (November 9th)

- Reconfigure the system default due date time in Canvas to **9:00 PM** *This will be the default, in alignment with internet access hours.*

- Commitment to ongoing professional learning focused on assessment and deepening our homework philosophy and practices.

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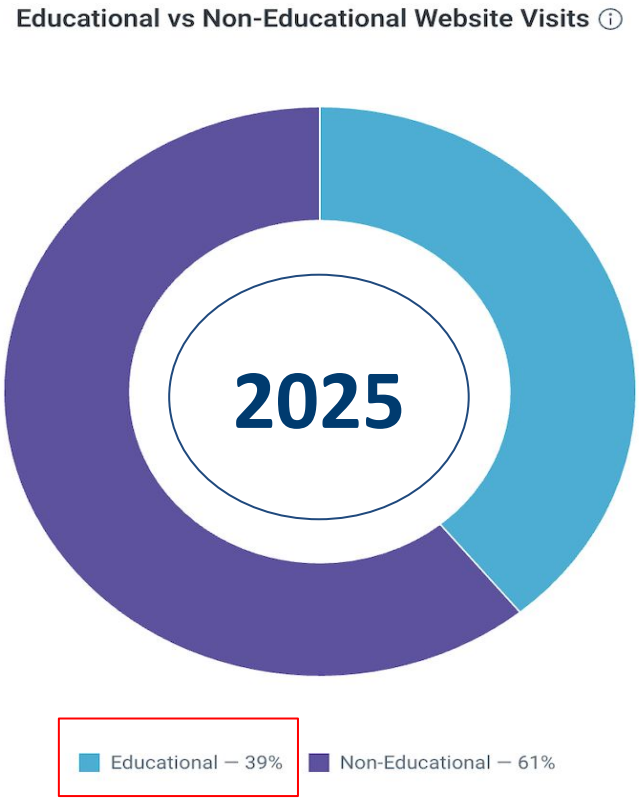
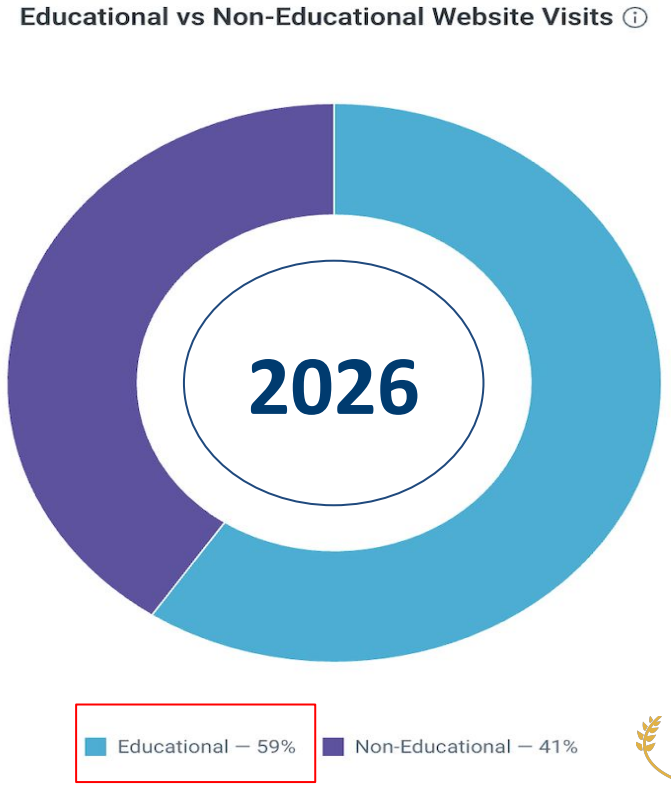
District - 2025 > 2026 Website Category Change





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Top 10 Student Websites / Apps Use - Quarter 1 - EDU

Top websites visited

Website | Search... | Aug 24, 2026 - Nov 6, 2026

Showing first 1000 records.

Website visits	Category	Visits	Users
www.google.com	Safesearch	6.2m	8.9k
wayzata.instructure.com	Education	4.2m	8.4k
www.google.com	Search	4.1m	8.9k
login.microsoftonline.com	Microsoft	1.4m	10.4k
www.youtube.com	Education Videos	1.1m	4.2k
accounts.google.com	Computers	990.5k	10.4k
docs.google.com	Computers	700.1k	9.3k
myapps.microsoft.com	Microsoft	575k	10.3k
launcher.myapps.microsoft.com	Microsoft	561.8k	10.3k
sso.canvaslms.com	Education	460.7k	8k
wps.apple.com	Computers	384.3k	10.2k
notability.com	Education	369.7k	7.4k

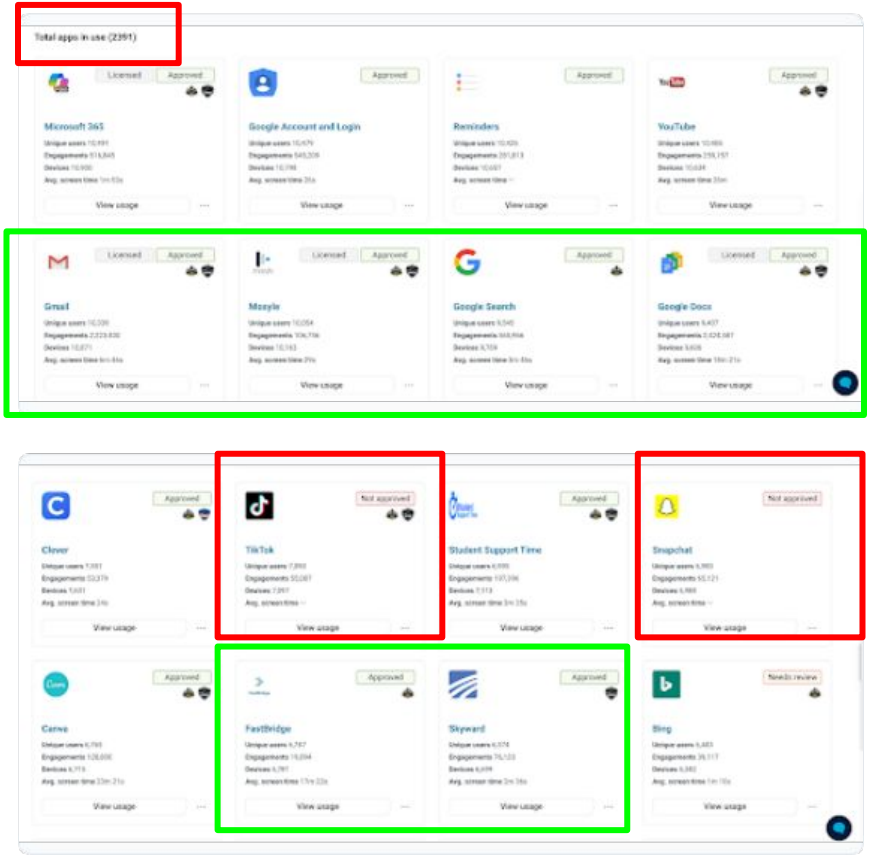
Top websites visited

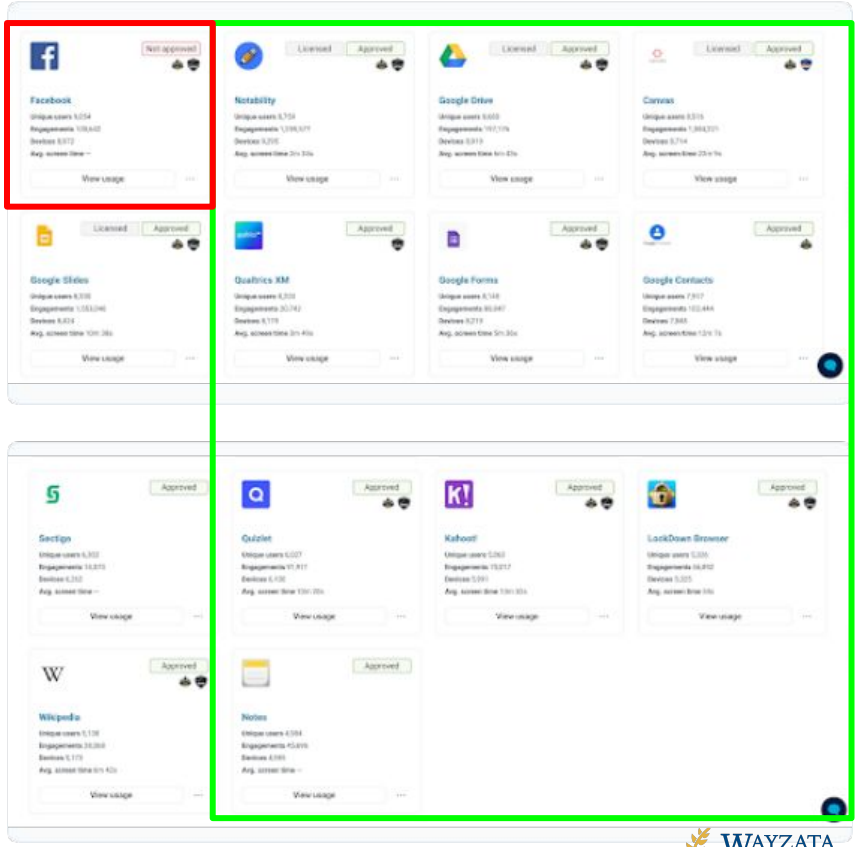
Category | Education | Aug 24, 2026 - Nov 6, 2026

Showing first 1000 records.

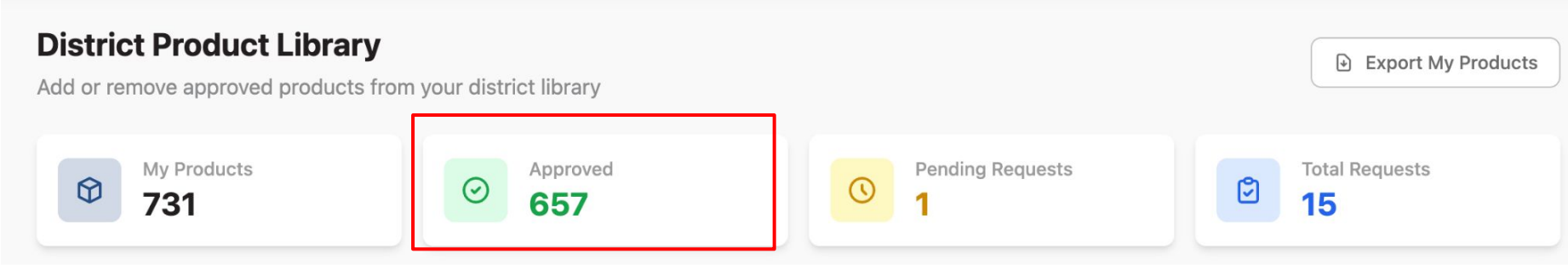
Website visits	Category	Visits	Users
wayzata.instructure.com	Education	4.2m	8.4k
www.youtube.com	Education Videos	1.1m	4.2k
sso.canvaslms.com	Education	460.7k	8k
notability.com	Education	369.7k	7.4k
webwork-hosting.runestone.academy	Education	357.2k	341
quizlet.com	Education	203.1k	6k
m.youtube.com	Education Videos	192k	1.8k
clever.com	Education	145.9k	7.5k
www.noredink.com	Education	112.4k	797
wayzata.instructuremedia.com	Education	100k	7k
nso.district287.org	Education	83.3k	217
wayzatasd284.ilclassroom.com	Education	79.9k	2k
gateway.cengage.com	Education	79k	946

Website - Application Approved Usage - Top 40 / 2391 -





Student Data Privacy Framework



Data Privacy Agreements

- **Standardized Integration**
  Seamless DPA implementation.
- **Strict Compliance**
  Meets state and federal laws.
- **Vendor Guardrails**
  Secure third-party contracts.



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Next Steps - Timeline - District

NOV/DEC 2026

Planning / implementation of elementary surveys and data collection

Temperature check on elementary BTF

2027 Winter

Planning / implementation of high school survey and data collection

Temperature check on WHS BTF and AI

Winter Spring

Formative Assessment tool review

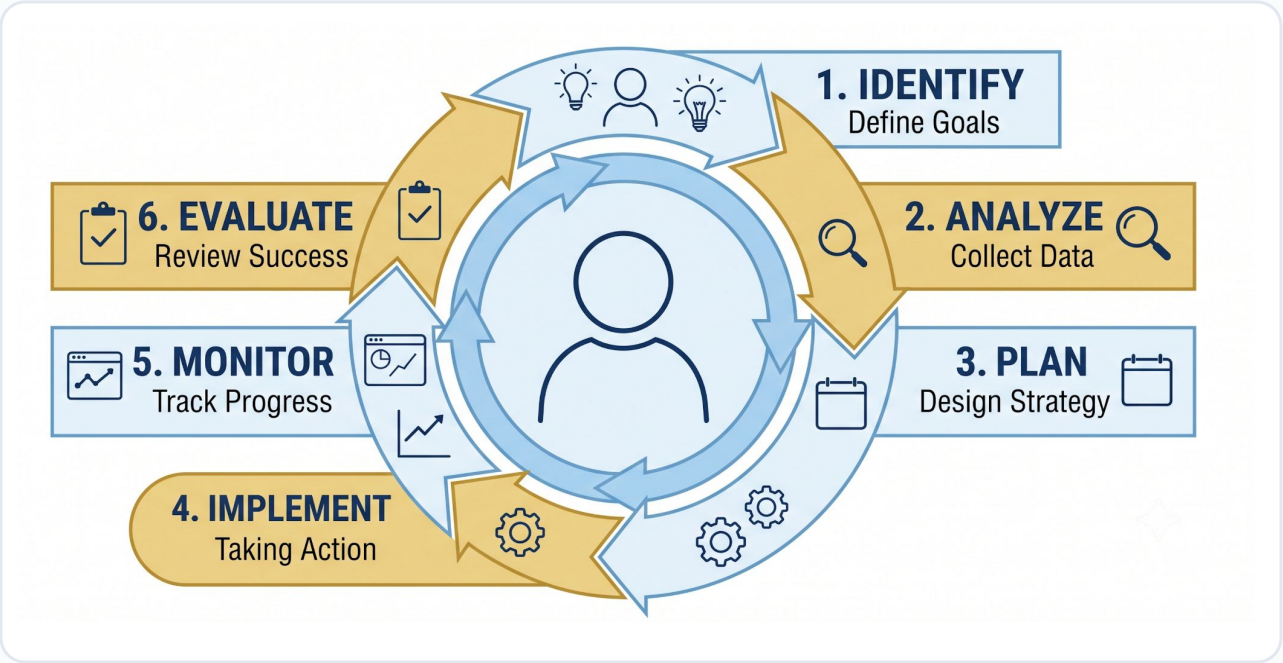
Strengthening a data-informed culture, alignment of tools

Always

Ongoing review and adjustments

Collaborate to refine as needed

Stewardship & Continuous Improvement



Action Cycle

A continuous, systematic approach to school improvement.

Ongoing Cycle

Ensuring sustainability and refinement across all systems.

WAYZATA PUBLIC SCHOOLS

Thank You

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Ryan Carlson - West Middle School

Marian Boyd - Central Middle School

